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ABSTRACT

One way in which the Council of Chief State School Officers (CCSSO) of Michigan can have a positive impact on linking the educational system and the employment world is by providing leadership that recognizes and promotes the preparation of youth with job transferable skills. To that aim, this paper attempts to describe measurable employability skills every worker needs to possess. The author defines employability skills as skills, knowledge, behaviors, and judgments needed to secure, maintain, advance in, and terminate a job, other than occupational or technical skills. Essential employability skills, information areas necessary for job placement, skills necessary for job placement, reasons for failure to be hired, and behaviors which most often result in job termination are listed. The paper ends with a call to action on the part of the CCSSO to verify the most critical employability skills, take aggressive steps to have these skills defined instructionally and incorporated into vocational education programs, and verify demonstration of attainment of the skills by participants in vocational education programs. (Author/MK)

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A STEP TOWARD

MEETING THE FULL EMPLOYMENT

NEEDS OF YOUTH

ESTABLISHING MEASUREABLE COMPONENTS REGARDING EMPLOYABILITY SKILLS: AN ACTION PLAN FOR THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

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WHAT CAN THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS DO TO POSITIVELY IMPACT THE EMPLOYMENT PREPARATION OF YOUTH AND YOUNG ADULTS?

SINCE THE PASSAGE OF THE VOCATIONAL EDUCATION AMENDMENTS OF 1968, THERE HAVE BEEN SIGNIFICANT IMPROVEMENTS IN THE VOCATIONAL EDUCATION PROGRAMS ACROSS THE NATION. LIKEWISE, THE CAREER EDUCATION MOVEMENT OF THE 1970'S HAS SHIFTED THE EDUCATION EMPHASIS TO PROVIDE A MORE PRACTICAL CAREER PERSPECTIVE FOR ALL YOUTH. HEAVY RELIANCE ON ADVISORY COMMITTEES COMPOSED OF INDIVIDUALS FROM THE COMMUNITY, BUSINESS, AND INDUSTRY IS ALSO ANOTHER INDICATOR OF A POSITIVE STEP IN THE RIGHT DIRECTION. WHILE MASSIVE CHANGES AND IMPROVEMENTS CAN BE HIGHLIGHTED, THE FACTS INDICATE THAT THERE IS MUCH TO BE ACCOMPLISHED IF AS A NATION WE ARE TO REALLY PROVIDE THE NECESSARY LINKAGE BETWEEN EDUCATION AND EMPLOYMENT. THE FOLLOWING CONDITIONS ARE SOME INDICATORS OF THE NEED FOR IMPROVED LINKAGE:

1. GENERAL UNEMPLOYMENT REMAINS AT 8.2 PERCENT IN MICHIGAN, HOWEVER, YOUTH EXPERIENCE UNEMPLOYMENT RATES OF 21.5 PERCENT. THE UNEMPLOYMENT RATE OF NON-WHITE YOUTH, AGE 16-19, IS 48.8 PERCENT. THESE MICHIGAN STATISTICS ARE NOT UNLIKE THOSE FOUND IN OTHER STATES.

2. WE ARE INDEED IN AN "EMPLOYMENT CRUNCH". IT IS AN EMPLOYERS MARKET WHERE THE COMPETITION FOR EXISTING POSITIONS IS KEEN, WHICH MEANS THAT NEW STRATEGIES MUST BE EMPLOYED.

3. EVEN WITH CHANGING LIFESTYLES, "WORK REMAINS AT THE CENTER" FOR THE VAST MAJORITY OF TODAY'S ADULT AMERICANS. YOUTH (14-18) AND YOUNG ADULT (18-21) ARE SEEKING ENTRANCE INTO THE LABOR FORCE IN INCREASING NUMBERS.

4. THE COUNSELING FUNCTION AT THE HIGH SCHOOL LEVEL CONTINUES TO BE BAISED TOWARD CONTINUED EDUCATION AND AWAY FROM DIRECT EMPLOYMENT.

5. MOST MINORITY YOUTH ARE EXTREMELY DISADVANTAGED IN COMPETING FOR JOBS THROUGH THE NORMAL CHANNELS.

6. IN RECENT YEARS, STATES AND THE FEDERAL GOVERNMENT HAVE FOCUSED INCREASED ATTENTION ON THE NEED TO BETTER LINK EDUCATION AND EMPLOYMENT.

7. THROUGHOUT THE COUNTRY THERE HAS BEEN MUCH TO DO ABOUT THE EMPLOYMENT OF YOUTH AND YOUNG ADULTS. AS ONE RESPONSE TO THE PROBLEM, THE COMPREHENSIVE EMPLOYMENT AND TRAINING ACT WAS PASSED IN 1974. THIS ACT PUT GREATER EMPHASIS ON VOCATIONAL EDUCATION AND ON-THE-JOB TRAINING. TRADITIONALLY, VOCATIONAL PROGRAMS AND NOW CETA PROGRAMS HAVE FOCUSED UPON THE ACQUISITION OF <u>OCCUPATIONAL SKILLS</u>; AND, TO THE DISMAY OF MANY WHEN THE SPECIFIC OCCUPATION HAS TERMINATED, THE INDIVIDUAL IS NOT PREPARED TO COMPETE FOR ANOTHER JOB IN THE MARKETPLACE.

BECAUSE OF THESE SEVEN CONDITIONS, EXISTING EFFORTS MUST BE ENHANCED IF WE ARE TO CONTINUE TO MAKE INROADS INTO THE EDUCATIONAL/EMPLOYMENT PROBLEMS FACED BY YOUTH. NEW LEADERSHIP AND MOTIVATION IS REQUIRED. NO LONGER CAN WE CONTINUE TO RELY ON THE TRADITIONAL APPROACHES. WHILE THE EXISTING EMPHASIS ON VOCATIONAL AND OCCUPATIONAL EDUCATION MUST RECEIVE CONTINUED SUPPORT, THOSE SKILLS THAT TRANSFER FROM JOB TO JOB NEED EXPANDED RECOGNITION AND SUPPORT.

THIS IS WHERE THE COUNCIL CAN HAVE A POSITIVE IMPACT ON LINKING THE EDUCATIONAL SYSTEM AND THE EMPLOYMENT WORLD. IT CAN:

1. PROVIDE NEW LEADERSHIP THAT RECOGNIZES AND PROMOTES THE PREPARATION OF YOUTH WITH THESE JOB TRANSFERABLE SKILLS.

2. PROVIDE MOTIVATION TO VARIOUS AGENCIES TO PLACE EMPHASIS ON YOUTH ATTAINMENT OF THESE SKILLS.

3. STIMULATE LEADERS IN EDUCATION, BUSINESS, AND INDUSTRY TO DEVELOP PLANS FOR IMPLEMENTING INSTRUCTIONAL PROGRAMS.

4. ENHANCE THE WORKING RELATIONSHIP BETWEEN VARIOUS AGENCIES IN THE COMMUNITY.

TO PROVIDE A BETTER UNDERSTANDING OF WHAT IS NEEDED, LET ME HIGHLIGHT A CRITICAL AREA IN WHICH THE COUNCIL CAN MAKE A SUBSTANTIAL CONTRIBUTION. THESE TRANSFERABLE SKILLS, SKILLS WHICH A PERSON TRANSFERS FROM ONE JOB TO THE NEXT, ARE REFERRED TO IN MICHIGAN AS EMPLOYABILITY SKILLS. FOCUSING ATTENTION ON SPECIFIC EMPLOYABILITY SKILLS WHICH ARE TRANSFERABLE IN THE MARKETPLACE IN TERMS OF BOTH IN-SCHOOL PREPARATION AND ON-THE-JOB TRAINING PROGRAMS COULD GO A LONG WAY IN BETTER LINKING EDUCATION AND EMPLOYMENT.

THE QUESTION NOW BECOMES "WHAT REALLY ARE THESE EMPLOYABILITY SKILLS?" OCCUPATIONAL SKILLS AND EMPLOYABILITY SKILLS ARE OFTEN THOUGHT OF AS BEING SYNONOMOUS, WHEN ACTUALLY THERE IS A VERY DISTINCT DIFFERENCE BETWEEN THE TWO.

OCCUPATIONAL SKILLS ARE USUALLY VERY TECHNICALLY ORIENTED AND JOB-TASK RELATED, AND TEND TO BE WHAT IS PROVIDED IN VOCATIONAL EDUCATION. EMPLOYABILITY SKILLS ARE DEFINED BY THE MIGHIGAN DEPARTMENT OF EDUCATION AS "THOSE SKILLS,

KNOWLEDGE, BEHAVIORS, AND JUDGMENTS NEEDED TO SECURE, MAINTAIN, ADVANCE, AND TERMINATE A JOB (OTHER THAN OCCUPATIONAL OR TECHNICAL SKILLS)."

HISTORICALLY, EMPLOYABILITY SKILLS HAVE BEEN DIFFICULT TO DEFINE, A LONG TIME IN ACQUIRING, AND VIRTUALLY IMPOSSIBLE TO MEASURE. IN CONTRAST, OCCUPATIONAL SKILLS HAVE BEEN EASY TO DEFINE, A SHORT TIME IN ACQUIRING, EASY TO MEASURE, BUT OFTEN NOT TRANSFERABLE. IT HAS, THEREFORE, BEEN EASIER TO PROVIDE TRAINING IN TECHNICAL AND OCCUPATIONAL SKILLS FOR THOSE STUDENTS ENROLLED IN VOCATIONAL EDUCATION PROGRAMS. WHAT WE ARE PROPOSING ARE A SET OF EMPLOYABILITY SKILLS FOR ALL STUDENTS.

THERE SEEMS TO BE, FROM THE GROWING EVIDENCE OF JOB SEEKERS, A NEED TO PINPOINT SOME OF THE COMMON EMPLOYABLE SKILLS THAT EVERY WORKER NEEDS TO POSSESS. A REVIEW OF THE LITERATURE SUGGESTS THAT IN ADDITION TO OCCUPATIONAL SKILLS, THE FOLLOWING ONE DOZEN EMPLOYABILITY SKILLS ARE ESSENTIAL FOR SUCCESS IN THE WORLD OF WORK:

1. PUNCTUALITY
2. REPORT TO ASSIGNMENTS CONSISTENTLY
3. ENTHUSIASM FOR ONE'S ASSIGNMENT
4. SENSE OF SUITABLE AND APPROPRIATE ATTIRE
5. FUNCTIONAL READING SKILLS
6. EFFECTIVE WRITING SKILLS
7. EFFECTIVE VERBAL SKILLS
8. PRACTICAL COMPUTATIONAL SKILLS
9. APPLYING AND UNDERSTANDING REQUIREMENTS OF THE JOB
10. ABILITY TO GET ALONG WITH OTHERS
11. ABILITY TO FOLLOW DIRECTIONS
12. ABILITY TO PROJECT MENTAL ALERTNESS AND PHYSICAL SOUNDNESS

WHILE SKILLS TO FIND AND GET (JOB SEEKING) A JOB ARE ONLY ONE PART OF THE EMPLOYABILITY SKILLS, IT MAY WELL BE WORTHWHILE TO EXAMINE WHAT THE LITERATURE SAYS ABOUT THE JOB SEEKING SKILLS OF YOUTH. UTILIZING THE NATIONAL LONGITUDINAL SURVEY OF THE WORK EXPERIENCES OF MALE YOUTH FROM 1966-69, SAUNDERS ATTEMPTED TO DETERMINE WHETHER PARTICULAR JOB-FINDING TECHNIQUES COULD BE ASSOCIATED WITH THE PERSONAL CHARACTERISTICS OF THE YOUTH OR WITH THE CHARACTERISTICS OF THE JOB ITSELF.[1] SAUNDERS FOUND THE PERSONAL CHARACTERISTICS OF AGE AND EDUCATION TO BE OF MOST IMPORTANCE WITH YOUNGER AND LESS-EDUCATED YOUTH RELYING MORE ON INFORMAL CHANNELS, I.E., FRIENDS AND RELATIVES AND DIRECT APPLICATION FOR JOB INFORMATION. AS EDUCATIONAL LEVEL INCREASED, THERE WAS AN INCREASE IN THE USE OF MORE FORMAL TECHNIQUES, ESPECIALLY SCHOOL PLACEMENT SERVICES.

THE JOB-FINDING CHANNELS USED DID MAKE A DIFFERENCE IN THE KIND OF JOB AND THE PAY RECEIVED. IN GENERAL, WHITE COLLAR JOBS WERE FOUND BY THOSE WHO RELIED ON FORMAL METHODS. THOSE WHO UTILIZED LESS FORMAL METHODS USUALLY LOCATED BLUE-COLLAR JOBS. WITH THE EXCEPTION OF THE USE OF SCHOOL EMPLOYMENT SERVICES, FORMAL CHANNELS CONSISTENTLY PRODUCED HIGHER PAYING JOBS. THERE IS ALSO A HIGH CORRELATION BETWEEN THESE FACTORS AND RACE OR ETHNIC ORIGIN.

DISADVANTAGED YOUTH CONTINUE TO HAVE THE MOST DIFFICULTY IN THE JOB-SEEKING PROCESS. THIS IS PERHAPS DUE TO HAVING THEIR ACHIEVEMENT VALUES NEGATIVELY AFFECTED BY A SERIES OF FRUSTRATIONS AND DEFEATS. THE ASSUMPTION THAT FRIENDS AND RELATIVES ARE UNABLE TO DIRECT THEM TOWARD GOOD JOBS DOES NOT DESCRIBE WHAT ACTUALLY HAPPENS. THE LEVEL OF INFORMATION KNOWN ABOUT THE LABOR MARKET, ALONG WITH THE ABILITY TO EXERCISE A VARIETY OF JOB LOCATION

[1] SAUNDERS, DAVID N., "THE COMPANY YOUTH KEEP: AN EMPIRICAL ANALYSIS OF JOB FINDING AMONG YOUNG MEN." PH.D. DISSERTATION, BRYN MAWR COLLEGE, 475 PAGES.

METHODS, SEEMS TO BE MORE CRITICAL. THE EFFORTS SHOULD NOT BE TO DISCOURAGE THE USE OF INFORMAL CHANNELS NOR TO ENCOURAGE THE USE OF FORMAL CHANNELS, BUT RATHER TO ENCOURAGE THEM TO LOOK FOR WORK IN A MORE PLANNED WAY AND TO MAKE MORE INFORMED AND CONSCIOUS CHOICES AMONG VARIOUS JOB SEARCH METHODS.

UTILIZING CAREER EDUCATION AS THE DELIVERY SYSTEM AND ADDING AN INDIVIDUAL EMPLOYABILITY PLAN ALONG WITH GUARANTEED EMPLOYMENT, 4/5 OF WHICH WOULD BE IN THE PRIVATE SECTOR, COULD ADDRESS MANY OF THE SCHOOL RELATED PROBLEMS ASSOCIATED WITH THE POOR AND MINORITIES.

IN A REPORT OF RESEARCH STUDIES PREPARED BY CARKHUFF ASSOCIATES, INC. IT WAS CONCLUDED THAT A PERSON NEEDS TWO THINGS IN ORDER TO OBTAIN JOB PLACEMENT, (1) INFORMATION ABOUT POSSIBLE OPPORTUNITIES, AND (2) SKILLS TO BE ABLE TO TAKE ADVANTAGE OF WHATEVER OPPORTUNITIES EXIST.[2] MOST FREQUENTLY, THE LITERATURE CITES THE FOLLOWING FIFTEEN INFORMATION AREAS:

1. CAREER OPPORTUNITIES
2. OCCUPATIONAL OPPORTUNITIES
3. JOB PATTERNS
4. CURRENT OPENINGS
5. JOB REQUIREMENTS
6. TRAINING OPPORTUNITIES
7. WORK EXPERIENCES
8. POTENTIAL WORK PROBLEMS
9. APPRENTICESHIP PROGRAMS
10. U.S. EMPLOYMENT SERVICES
11. PERSONAL ASSETS AND LIABILITIES
12. LABOR UNIONS
13. LABOR LAWS

[2] CARKHUFF, R.R.; PIERCE, R.M.; FRIEL, T.W.; AND WILLIS, D.G. GETAJOB. AMERST, MASSACHUSETTS: HUMAN RESOURCE DEVELOPMENT PRESS, 1975.

14. WORK PERMITS, AND
15. DISCRIMINATION LAWS

SIMILARLY, A VARIETY OF SKILLS IS NEEDED IN ORDER TO FACILITATE THE PLACEMENT PROCESS. MOST OFTEN CITED ARE:

1. ORAL AND WRITTEN COMMUNICATION
2. READING
3. COMPUTATION
4. SELF-ASSESSMENT
5. IDENTIFYING EMPLOYMENT OPPORTUNITIES
6. JOB ASSESSMENT
7. WRITING APPLICATION LETTERS
8. FILLING OUT APPLICATIONS
9. DEVELOPING RESUMES
10. TEST TAKING
11. PUNCTUALITY
12. INTERVIEWING
13. SELF-MARKETING
14. FOLLOWING UP INTERVIEWS
15. PRESENTING A POSITIVE ATTITUDE
16. GETTING ALONG WITH OTHERS
17. DEPENDABILITY
18. INTERNSHIP SKILLS
19. JOB MAINTENANCE
20. JOB PROMOTION
21. TERMINATING A JOB

NO DOUBT EMPLOYERS AND THE JOBS FOR WHICH THEY MUST FIND EMPLOYEES ARE AS DIFFERENT AS ONE CAN POSSIBLY IMAGINE. HOWEVER, THERE ARE SOME AGREEMENTS AS TO WHY APPLICANTS DO NOT GET THE JOB FOR WHICH THEY APPLY. THESE INCLUDE SUCH THINGS AS THE FOLLOWING TEN:

1. UNSUITABLE APPEARANCE
2. REQUEST OF UNREALISTIC WAGES
3. UNBUSINESSLIKE ATTITUDE OR BEHAVIOR
4. QUESTIONS ASKED GIVE THE IMPRESSION OF NOT WANTING TO WORK
5. EXTREME NERVOUSNESS
6. UNFRIENDLY MANNER
7. FAILURE TO BE ON TIME FOR THE INTERVIEW
8. BRINGING ANOTHER PERSON ALONG WHEN APPLYING FOR THE JOB
9. GIVING IMPRESSION OF "KNOWING IT ALL"
10. UNFAMILIAR LANGUAGE PHASES

WHILE IT WOULD BE IMPOSSIBLE TO DISCUSS ALL EMPLOYABILITY SKILLS HERE, THOSE DEALING WITH KEEPING A JOB CANNOT BE BY-PASSED. DEVELOPMENT OF SKILLS NEEDED TO REMAIN EMPLOYED ARE AS CRITICAL AS THOSE NEEDED FOR JOB SEEKING. EMPLOYER SURVEYS REVEAL THAT MORE EMPLOYEE TERMINATIONS ARE DUE TO BEHAVIORS OTHER THAN THOSE DIRECTLY RELATED TO TECHNICAL OR OCCUPATIONAL SKILLS. FOR EXAMPLE, BOBBITT[3] REPORTED THE FOLLOWING AS BEHAVIORS MOST OFTEN RESULTING IN JOB TERMINATION:

1. ABSENTEEISM
2. TARDINESS
3. LACK OF MOTIVATION

[3] BOBBITT, FRANK; ROBINSON, BOYD F.; AND SEROWIK, FAITH. JOB MAINTENANCE WORKSHOP: A RESOURCE MANUAL FOR INSTRUCTING ADULTS ON HOW TO KEEP A JOB, CENTER FOR RURAL MANPOWER AND PUBLIC AFFAIRS, MICHIGAN STATE UNIVERSITY, EAST LANSING, MICHIGAN, MARCH, 1976, 68 PAGES.

4. IRRESPONSIBILITY
5. LACK OF CONSCIENTIOUSNESS
6. INABILITY TO FOLLOW INSTRUCTIONS
7. INABILITY TO WORK INDEPENDENTLY
8. INABILITY TO MEET DEADLINES
9. UNABLE TO ACCEPT CRITICISM, AND
10. FAILURE TO GET ALONG WITH CO-WORKERS

THE ANSWER TO THE QUESTION RAISED EARLIER ABOUT WHAT REALLY ARE EMPLOYABILITY SKILLS SHOULD BE CLEARLY UNFOLDING. THE AMERICAN SOCIETY AND THE EDUCATIONAL SYSTEM HAVE A VERY DIFFICULT TASK AHEAD OF THEM IF THEY ARE TO PREPARE YOUTH AND YOUNG ADULTS WITH EMPLOYABILITY SKILLS. CLEARLY, IT IS MUCH EASIER TO TEACH A PERSON TO CLEAN A CARBURETOR THAN TO BE PUNCTUAL OR DEPENDABLE; OR TO TAKE INVENTORY THAN TO BE RESPONSIBLE AND SHOW INITIATIVE; OR TO OPERATE A COMPUTER TERMINAL THAN TO GET ALONG WITH CO-WORKERS OR TO ACCEPT CRITICISM.

IN AN ATTEMPT TO GET AT A COMPREHENSIVE ANALYSIS AND APPROACH TO SUCH SKILLS, THE VOCATIONAL-TECHNICAL EDUCATION SERVICE OF THE MICHIGAN DEPARTMENT OF EDUCATION ISSUED A REQUEST FOR PROPOSAL ON OCTOBER 1, 1976, TO FOCUS ON THE FOLLOWING:

1. IDENTIFICATION AND VALIDATION OF A COMPREHENSIVE LIST OF EMPLOYMENT SKILLS.

2. DEVELOPMENT OF A MODEL CURRICULUM TO ASSIST STUDENTS IN ACQUIRING SUCH SKILLS.

3. IDENTIFICATION AND VALIDATION OF COMPETENCIES INSTRUCTORS NEED TO DELIVER SUCH A CURRICULUM.

4. DESIGN AND PILOT TESTING OF PROGRAM TO DELIVER A COMPETENCY-BASED TRAINING PROGRAM WHICH TEACHES EMPLOYABILITY SKILLS.

5. TRAINING OF WORKSHOP FACILITATORS IN THE AREA.

6. ASSESSMENT OF SCHOOL DISTRICTS TO DETERMINE DELIVERY SYSTEMS AND EDUCATOR RESPONSIBILITIES.

7. FIELD TESTING AND TRAINING PROGRAM ON THE EDUCATORS UTILIZING THE FACILITATORS.

THE END RESULT OF THIS EFFORT HAS BEEN A CURRICULUM OF SPECIFIC EMPLOYABILITY SKILL COMPETENCIES FOCUSED AROUND THE THEME "DEVELOPMENT OF EMPLOYABILITY SKILLS INCREASES THE ODDS, OR CHANCES OF FINDING, GETTING, AND KEEPING A JOB." THAT IS REALLY WHAT IT IS ALL ABOUT - EQUIPPING YOUTH AND YOUNG ADULTS WITH SKILLS TO MORE EQUALLY COMPETE IN THE MARKETPLACE.

IF THE CONCEPT OF FULL-EMPLOYMENT IS EVER TO APPROACH REALITY, THEN IT IS IMPERATIVE THAT YOUTH AND YOUNG ADULTS HAVE THE NECESSARY EMPLOYABILITY SKILLS TO ACQUIRE AND MAINTAIN A COMPETITIVE JOB IN THE PRIVATE SECTOR OR TO MOVE FROM GOVERNMENT SUBSIDIZED EMPLOYMENT AND TRAINING TO A JOB IN THE "REGULAR" LABOR MARKET.

THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS CAN BE INSTRUMENTAL IN SEEING THAT AMERICAN YOUTH AND YOUNG ADULTS HAVE ACCESS TO PROGRAMS THAT PROVIDE INSTRUCTION FOR THE DEVELOPMENT OF EMPLOYABILITY SKILLS. THE COUNCIL NEEDS TO VERIFY THE MOST CRITICAL EMPLOYABILITY SKILLS AND TAKE AGGRESSIVE STEPS TO HAVE C.E.T.A. TRAINING AND VOCATIONAL EDUCATION PROGRAMS INCORPORATE SPECIFIC INSTRUCTIONAL PROGRAMS AND VERIFICATION THAT ENROLLEES HAVE DEMONSTRATED ATTAINMENT OF THESE SKILLS. AGGRESSIVE STEPS SHOULD ALSO BE TAKEN TO GET

SCHOOLS AND C.E.T.A. PROGRAMS TO REDEFINE THE ROLE AND RESPONSIBILITY OF COUNSELORS TO INCLUDE THAT OF ASSISTING YOUNG PEOPLE TO DEVELOP EMPLOYABILITY SKILL COMPETENCE. SUCH STEPS COULD GO A LONG WAY IN FOCUSING NATIONAL ATTENTION ON THE LACK OF AN INSTITUTIONAL SYSTEM FOR MOVING STUDENTS, PARTICULARLY INNER CITY MINORITY YOUTH, FROM CLASSROOMS TO WORKROOMS.

IN ADDITION TO THOSE ALREADY CITED ADVANTAGES OF PROVIDING LEADERSHIP AND SUPPORT FOR THIS NEW THRUST, THE ADOPTION OF SUCH A PROGRAM BY THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS COULD HAVE SEVERAL SIGNIFICANT IMPACTS UPON YOUTH EDUCATION AND EMPLOYMENT:

1. IT WOULD BE THE FIRST TIME A NATIONAL ORGANIZATION IDENTIFIED A SPECIFIC SET OF MEASURABLE EXPECTATIONS FOR SCHOOL SYSTEMS.

2. IT WOULD GIVE STUDENTS SOME SPECIFIC CRITERIA OF WHAT WAS TO BE EXPECTED IN SEEKING AND MAINTAINING A JOB IN THE MARKETPLACE.

3. IT WOULD PLACE A UNIFORM CHALLENGE ON C.E.T.A PROGRAMS AND SCHOOLS TO PREPARE CLIENTS NOT ONLY WITH OCCUPATIONAL SKILLS BUT, MORE IMPORTANTLY, WITH EMPLOYABILITY SKILLS.

EVEN MORE HOPEFUL, THROUGH THE LEADERSHIP OF THE COUNCIL, SIGNIFICANT MODIFICATIONS COULD BE MADE TO OUR PRESENT SYSTEM BY INTEGRATING OCCUPATIONAL SKILLS WITH EMPLOYABILITY SKILLS; THUS, PROVIDING A MAJOR STEP TOWARD FULL EMPLOYMENT OPPORTUNITIES FOR YOUTH. SUCH A PLAN COULD BE IMPLEMENTED BY FIRST SEEKING DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE SUPPORT FOR THE IDEA, INCLUDING THE DEVELOPMENT OF AN EMPLOYABILITY BATTERY OF MEASURES, AND THEN SEEKING TO HAVE TRAINING PROGRAMS RUN BY SELECTED STATES PROVIDE TRAINING IN THE EMPLOYABILITY SKILLS AS PART OF ON-THE-JOB TRAINING AND C.E.T.A. SPONSORED PROGRAMS. THE OUTCOME OF THESE EFFORTS COULD BE STATE CERTIFICATION OF

EMPLOYABILITY SKILLS WHICH WOULD ADD AN ADDITIONAL PRESSURE ON THE MARKET-PLACE SYSTEM TO PROVIDE JOB OPPORTUNITIES FOR YOUTH IN PARTICULAR URBAN CITY MINORITY YOUTH.

AGAIN, HOWEVER, SIGHT CANNOT BE LOST OF THE IMPACT THE COUNCIL COULD HAVE IN THIS PROCESS AND THE MAJOR CONTRIBUTION THAT COULD BE MADE TO ADDRESS EXISTING EDUCATIONAL/EMPLOYMENT PROBLEMS BY PROVIDING THE LEADERSHIP FOR A PERMANENT BOND BETWEEN EDUCATION AND ALL PHASES OF EMPLOYMENT. THE CHALLENGE IS OURS.